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Spring 2002

## DivisioNews (Spring 2002, Issue 8)

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# **DivisionNews**

**Spring 2002  
Issue #8**



AMERICAN SOCIETY  
OF CRIMINOLOGY  
**Division  
on Women  
and Crime**  
Est. 1984

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## Letter from the Division Chair

I am so honored to have been voted the chair of the DWC! Ever since the first ASC meeting I went to, as a graduate student in 1983, the Division has been such a source of both support and career building for me. I remember going to my first ASC and the Division was meeting in someone's hotel room then (I think it was Nicky Rafter's). It was amazing to see all these fabulous women scholars, whose work meant the world to me. On top of being wonderful scholars, they were so welcoming.

Perhaps my most profound experience with the DWC was when ASC was in San Francisco, I think it was 1989. I had just gone through a horrible experience where four students had charged a star athlete with rape and all were acquitted. Not only were the victims' names dragged through the mud in the courtroom, so was my own, simply for supporting them. At one of the Division business meetings I ended up spontaneously telling the story and felt all the rage that had built up over this. I got the most unbelievable support from so many of the members (e.g., Helen Eigenberg, Kim Cook, Meda Chesney-Lind, and Marjorie Zatz). It really helped me reframe this experience and learn to live with it in a way that I felt more empowered.

The Division has also offered me countless opportunities to publish and do national service work. The bonds I've made with my sisters in the Division have been incredible and I hope that other feminist criminologists have a similar experience. Just leading my first business meeting in Atlanta for the Division was a trip! I had the incredible shoes to fill of Nancy Wonders-what a legacy she's left on leading our fine division!

Unfortunately, just after ASC this year (November 26th) I was diagnosed with breast cancer. In December I had a double mastectomy. Needless to say, this has been very challenging. I am so grateful to the other members of the DWC who have so generously stepped in to cover things that I haven't been able to do. In particular, huge thanks to Kim Cook and Mona Danner!

Thank you to everyone who is committed to our division and the impact we have on feminist scholarship and activism.

**Joanne Belknap, Chair**  
**Division on Women and Crime**

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## Letter from the Editor

Greetings! This is my first issue as the editor for *DivisioNews*. Previously I served as an associate editor for the newsletter. I cannot say enough about the wonderful work of my predecessor, Susan Sharp. She created the online *DivisioNews* and made it a newsletter we can all be proud of. I want to thank her very much for her support and assistance with this issue.

We have covered a lot of ground in the Spring 2002 issue. First, please join me in welcoming our new Division Chair, Joanne Belknap. Our thanks go to Joanne for her inspiring contribution to this issue, which can be found in the [Letter from the Division Chair](#) column.

For the latest in the activities going on in and around the Division, please visit our [News and Announcements](#) column. Associate Editor Amy D'Unger continues to do a terrific job of chronicling our events. Please make sure to contact Amy at [adunger@emory.edu](mailto:adunger@emory.edu) with updates on your career moves, recent publications, research, activities, and life events! It is often hard to keep up with our colleagues and the News and Announcements section is a wonderful way to stay in touch.

I would like to welcome Alisa Smith to the *DivisioNews* team as our new Associate Editor of [Book Reviews](#). Please be sure to contact Alisa at [profasmith@yahoo.com](mailto:profasmith@yahoo.com) if you are interested in writing a review or have a book that you would like to see reviewed. In this issue you will find a review written by Deborah Burris-Kitchen about Dragan Milovanovic and Kathryn K. Russell's recently published book, *Petit Apartheid in the U. S. Criminal Justice System: The Dark Figure of Racism (2001)*.

I am happy to report that Susan Sharp will continue to be an integral member of the *DivisioNews* team as the new Associate Editor of the [Ask a Tenured Professor](#) column. One of the most informative components of the newsletter, in this issue the column includes..... If you would like to have a particular question addressed in the column or would like to volunteer to respond to questions, please contact Susan at [ssharp@ou.edu](mailto:ssharp@ou.edu).

We have a great [Graduate Student Corner](#) this issue. Our new associate editor for this column is Amanda Burgess-Proctor. The Corner includes questions/answers about:

- Getting an edge in the job market
- Avoiding departmental politics
- Selecting a mentor/major professor
- Publishing tips
- Selecting the right job (school) for you
- Areas of expertise
- Consulting work

Special thanks to the column contributors: Becky Block, Ellen Cohn, Christina DeJong, Amy D'Unger, Nancy Hogan, Joanne Kaufman, and Amanda Robinson. Faculty interested in responding to questions in

the Graduate Student Corner - please contact me at [kwinokur@garnet.acns.fsu.edu](mailto:kwinokur@garnet.acns.fsu.edu). Calling all graduate students, if you have a particular question you would like to see answered in the column, please contact Amanda Burgess-Proctor at: [burgess26@msu.edu](mailto:burgess26@msu.edu).

In an effort to learn more about each other, we have our Member Profiles column. Angie Moe, who is the new associate editor of the Profiles, has come up with some thought-provoking questions for the column. Many of you will recall Angie's prior great work as the editor in charge of the Graduate Student Corner. The Spring 2002 issue includes a profile of the new *DivisioNews* editor, Kristin Winokur (at Angie's request J). We would love to profile multiple members in upcoming issues. Tell us all about yourself and your work! Don't be shy - let us know if you are interested in being profiled by contacting Angie at: [angie.wan@uta.edu](mailto:angie.wan@uta.edu). It is a great way to get the word out about your research, writing and interests!

We would like to add a new continuing Letter to the Editor column in future issues. We need your input though. Have something on your mind, like to see new directions or changes, send a letter to the editor! In particular, we are interested in people's opinions about the upcoming ASC conference including the presidential panels, paper panels, and poster sessions. Are you planning to participate? Did you do things differently this year? Do you have suggestions on how to respond to the changes? Let us know what you think!

I would like to thank my associate editors for all their hard work. I am excited to be working with this great team of people and know that I couldn't do any of this without them. My many thanks to Amy D'Unger, Alisa Smith, Susan Sharp, Angie Moe, and Amanda Burgess-Proctor.

Please reach out and let us know your thoughts about the newsletter. What would you like to see discussed? What suggestions for improvements do you have? We welcome all contributions. Help us to make the *DivisioNews* a great resource for all DWC members.

Many thanks and regards,  
Kristin Winokur [kwinokur@garnet.acns.fsu.edu](mailto:kwinokur@garnet.acns.fsu.edu)

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## Member News for the Spring, 2002 DWC Newsletter

Dear DWC Members:

Welcome to the spring of 2002! Atlanta is currently being welcomed by a whole lot of rain, but that's what makes the flowers grow. Perhaps if I go stand outside with my computer it will make some publications grow? Just a thought! Thanks to all of you who sent in news to share in this current issue of the DWC *DivisioNews*. I hope to hear from many more of you next time. Have a wonderful and productive spring. For all of my academic colleagues, it's almost summer, so hang in there!

Cheers,  
Amy D'Unger  
Associate Editor for "Member News"

Congratulations to **Chris Rasche**, who was one of the first set of faculty on her campus to receive a new award given directly from the students to teachers in recognition of excellence in teaching. The 2001 Student Choice Outstanding Professor Award was presented last December by the University of North Florida Student Government Association to only one faculty member from each program on the basis of student votes. Chris received the award in Criminal Justice. Way to go!

**Mary Bosworth** wants everyone to know about the upcoming publication of an encyclopedia on prisons and correctional institutions. CONTRIBUTORS ARE NEEDED for this new work to be published by Sage. Articles vary in length from 1000-5000 words. If you're interested in writing a piece please contact the editor Mary Bosworth at [mbosworth@yahoo.com](mailto:mbosworth@yahoo.com) or one of the editorial board members Jeanne Flavin ([jflavin@fordham.edu](mailto:jflavin@fordham.edu)), Stephanie Bush-Baskette ([sbushbask@aol.com](mailto:sbushbask@aol.com)), Jim Thomas ([jthomas@sun.soci.niu.edu](mailto:jthomas@sun.soci.niu.edu)), or Esther Heffernan ([estherheffernan@hotmail.com](mailto:estherheffernan@hotmail.com)) for more information.

**Rosemary Barberet** ([rb78@le.ac.uk](mailto:rb78@le.ac.uk)) has put together an outstanding newsletter for the Division on International Criminology. Here are some "snippets" from their latest member news, many of which will be of interest to DWC members!

**Piers Beirne** has recently become an Associate Editor of the journal *Theoretical Criminology: An International Journal*, after five years as its founding co-editor. He continues his work on animal abuse, and is currently undertaking a comparative study of the social control of bestiality in seventeenth-century England, Sweden and colonial America.

**Doris MacKenzie** is chair of the Herbert Bloch Award, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. Please consider nominating someone for this prestigious award. For each nominee please send a letter of nomination and a copy of the nominee's resume to [dmacken@crim.umd.edu](mailto:dmacken@crim.umd.edu).

**Evelyn Zellerer** has left Florida State University and as of January 2002, is now an assistant professor at San Diego State University in California. Her new contact information is:

Dr. Evelyn Zellerer  
Criminal Justice Program  
School of Public Administration and Urban Studies  
San Diego State University  
5500 Campanile Dr.  
San Diego, CA 92182-4505 U.S.A.  
Phone: (619) 594-4339  
Fax: (619) 594-1165  
E-mail: [zellerer@mail.sdsu.edu](mailto:zellerer@mail.sdsu.edu)

#### **NEW PUBLICATION NOTICES FROM THE DIC:**

**Women and Punishment: the Struggle for Justice** (edited by Pat Carlen, University of Keele, UK). With growing international concern about the increasing numbers of women in prison and the effects of this, this book is concerned with describing and analyzing issues arising from attempts to reduce female prison conditions and improve conditions. The book brings together leading scholars and practitioners in the field from the UK, the USA, and Canada, providing a critique of reform initiatives and a much needed theorization of cross-national policy in this area.

**Captive Audience: Media, Masculinity and Power in Prisons** (Yvonne Jewkes, University of Hull, UK). Concerned with the role of the media in everyday life in prisons, and based on extensive research in English prisons, this work charts the way in which prisoners use media in coping, or failing to cope with, the pressures of prison life, exploring the impact of the media in terms of prisoners' identities, shaping power relations between prisoners and other prisoners, and in helping prisoners 'get through' a prison sentence.

#### **POST DOC IN VICTIMOLOGY at the Université de Montréal 2002-2003**

The International Centre for Comparative Criminology at the Université de Montréal (Canada) offers 2 scholarships for post doctorate positions. Each scholarship is for one year and is worth \$25,000 CAD. Candidates are required to have completed their Ph.D. in criminology or a related area. Positions are now available in Victimology. The Université de Montréal is a French university and candidates are expected to have a good knowledge of French or English. Research can be conducted in either language. The research does not have to include a comparative component and it is not required that the project include Canadian data. For more information contact the Centre at [cicc@ere.umontreal.ca](mailto:cicc@ere.umontreal.ca) or visit their website at: <http://www.cicc.umontreal.ca>. The laureate will receive a cash prize of US \$4,000 jointly awarded by the International Social Science Council and Candido Mendes University of Brazil and a diploma. The laureate will be requested to deliver a public lecture before the ISSC general Assembly, during the celebration of its Fiftieth Anniversary in November 2002.

**John Hagedorn** writes for assistance from DIC (and DWC!) members on locating international literature on female gangs. He is sponsoring a working conference on "Gangs in the Global City" this May in Chicago. One of the papers, which Joan Moore is working on, is a review of the literature on female gangs world-wide. Joan can be reached at [lajoan@uwm.edu](mailto:lajoan@uwm.edu).

Congratulations to **Susan Martin** on her new job. Susan has moved from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) to the National Institute on Drug Abuse (NIDA) where she is managing a large evaluation of the impact of the Office of National Drug Control Policy's Youth Anti-Drug Media Campaign. Her new contact information is below:

Susan E. Martin, Ph.D.  
Prevention Research Branch  
National Institute on Drug Abuse, NIH  
6001 Executive Blvd. Room 5153 MSC 9589  
Rockville, MD 20892-9589 (Express mail zip code 20852)  
T: 301-402-1533; F: 301-480-2542; E: [smartin@nida.nih.gov](mailto:smartin@nida.nih.gov)

Also in a new position, **Mary Bosworth** is moving from Fordham University to Wesleyan University in July 2002. Congratulations to you too!



**Christina DeJong** has an excellent idea of putting together a web page that focuses on teaching gender and crime as a resource for DWC members. The page could include links to syllabi, example reading lists, and some tips for including gender issues in general courses. If you're interested in such a project, please e-mail Christina at [dejongc@msu.edu](mailto:dejongc@msu.edu). What a super idea!

Congratulations to **Angie Moe (formally Angie Moe Wan)**, who has accepted a tenure track position at Western Michigan University, Department of Sociology, beginning fall 2002. Her contact information beginning August 2002 will be:

Department of Sociology  
Western Michigan University  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008-5257  
Ph: (616) 387-5275  
Fx: (616) 387-2882

Way to go Moe!

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## Book Reviews

***Petit Apartheid in the U.S. Criminal Justice System: The Dark Figure of Racism***

**Dragan Milovanovic - Katheryn K. Russell**

Book Review by: Deborah Burris-Kitchen, Ph.D.

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## Ask a Tenured Professor

Many thanks to Debra Stanley, Roz Muraskin, and Susan Sharp for their insights!

### QUESTION 1

**After having attended several Professional Conferences, I have noticed some organizations have "session moderators" and others have "Chair/discussants".. Can you explain the differences in expectations/duties?**

### ANSWER 1

I am not sure there is a difference. The moderator should have some expertise on the topic, so that she/he can introduce speakers, ask appropriate questions and lead the discussion. The chair/discussant should have read the papers previously (but this does not always work) and then be able to summarize all the discussants' papers and lead a discussion with the audience. She/he is also chairing and introducing the speakers.

### ANSWER 2

There really isn't much difference, from my perspective. Both need to be conversant with the topic so that they can lead discussion on the papers presented. Ideally, the discussant should receive papers far enough in advance to be able to prepare some type of response/discussion. Of course, that only works if those presenting actually get the papers to the discussant on time! Occasionally, you also may see panels that have a chair and a different person as discussant. Truthfully, that often occurs when someone needs to be on the program in order to attend the meeting and did not have anything ready at the time of the deadline for abstracts. Of course, that is not always the case, so I hope I did not step on any toes. Other times, having a well-known scholar chair a session enhances its validity so that more people will attend.

### QUESTION 2

**When you leave grad school and take that first "job"....how do you choose which committees are the best for you to get involved with?**

### ANSWER 1

The advice I received was very simple - don't get too involved in committee work right at first. Instead, find a committee that will not require too much time commitment. My chair directed me to that type of committee. My ego wanted me to get very involved so that everyone would know me, but looking back, I can see that would not have been in my best interest. I needed to concentrate on publishing so that I could get tenure.

### ANSWER 2

The first thing you need to do before deciding on what committees to participate in is to ensure that they are worthwhile of your time. Ask your P&T Committee (or department) which committees count toward Community Service for promotion and tenure. Every University rates the different committees slightly

different. Be sure that you are involved in at least one important committee. Also, try to participate in committees that you will enjoy. Many require sub-committee work and you want to have an opportunity to work with interesting people on interesting tasks. If you can participate on committees that are at least somewhat related to your research/teaching agenda it would be a valuable networking experience. Balance your committee work with your obligations so that it is split in the appropriate "expected" segments for P&T. Most importantly, don't get too bogged down with too many committee commitments! That is deadly to an untenured professor! The most difficult task for all of us is to find the balance.

### **QUESTION 3**

**As you plan a semester load...taking into consideration classes, research agenda and service, how do you gauge how much time to leave open/available for those new opportunities that spring up unexpectedly?**

### **ANSWER 1**

That is really a tough question. It depends on a lot of things, such as the amount of research you are expected to produce for tenure, the number of classes you teach, etc... Plus, it took me awhile to realize I did not have to volunteer for everything that came along. Work on being selective. What fits in best with your plan? I finally learned to make everything fit together. My community service, chapters that I wrote for other people's books, research projects in which I became involved - all of those things needed to fit together. When the time came to prepare my tenure dossier, I had to make the argument that I had a demonstrable research agenda and that furthermore, everything I had done fit into it. So, I learned to say "No" unless in my mind whatever new project, etc., that came up fit my plan. That sounds selfish, but it was survival. Talk to your chair for direction. She (or he) should be able to provide some guidance for you. And, good luck!

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## The Graduate Student Corner

Hello again, everyone. Here's hoping that this issue of the DivisioNews finds you all in good spirits and ready for the end of the semester! Before spring fever grabs a hold of you too tightly, though, please take a minute and check out this latest edition of the Graduate Student Corner. Thanks to our esteemed colleagues who took time out of their busy schedules, grad students once again have expert answers to more of their burning questions. For their contribution to this column, I would like to extend my sincere thanks to: **Becky Block, Ellen Cohn, Christina DeJong, Amy D'Unger, Nancy Hogan, Joanne Kaufman, and Amanda Robinson.**

If you have questions that you would like answered, or if you are interested in responding to grad students' questions, please e-mail me at [burgess26@msu.edu](mailto:burgess26@msu.edu).

Thanks again to all of you who helped with this column. A happy, healthy spring to each of you...see you in the summer!

Regards,  
Amanda

### QUESTION 1

**What is one thing you did while in grad school that you believe gave you an edge when you began the job search? Conversely, what is the biggest mistake you made while in grad school and what could you have done differently to prevent it from happening?**

### ANSWER 1

"I responded to an email (sent to the entire school) from a faculty member who was forwarding a request from a police department looking for someone to evaluate a new program implemented under the COPS scheme. I was the only one who responded to the email and therefore got the opportunity to conduct a research project during my first year as a Ph.D. student. This enabled me to have my own dataset, which in turn led to several publications that made me competitive when I entered the job market. Another thing I should mention is that I chose to collaborate on these articles with one of my peers. This made the experience of writing not only more enjoyable and a greater learning experience, but it also enabled us to do together what might not have been possible on our own. As for mistakes, I have found that inebriation dulls regret. J "

### ANSWER 2

"There were two things I did in grad school that helped me immensely in the job search. The first was to get some teaching experience. My program did not use students in teaching positions, so I had to get a bit creative, but I felt that it would be good for me to get some time in front of a class while still in grad school (and while I still had my professors around to ask for help!). Even so, I was told by a member of the search committee at the university that eventually hired me that they were concerned about the limited amount of teaching experience I had. The second key thing was to get published. By the time I got my Ph.D. I had

several articles in good journals - one co-authored with my dissertation advisor and some solo articles as well.

The reason these two things are important is because mentoring is becoming less and less common in our field. As a result, search committees are looking for candidates who will not need much mentoring. If you already have some teaching experience, you won't need much help with your courses during that first year. Similarly, if you already have articles published, you already know how to play the publishing game and will not need much guidance when preparing and submitting your next manuscripts.

The biggest mistake I made was not taking more statistics courses!"

#### ANSWER 3

"I believe that writing an article and getting it published while in grad school gave me an edge. It is with deep appreciation that I look back to two professors who allowed me to deviate from the expected research papers in their classes in order to write my first peer-reviewed article. Their guidance and suggestions were invaluable. I think the biggest mistake I made was not being proactive my first year and talking to the cohorts above me about what courses to take. If I could do it all over, I would have concentrated more heavily on statistics."

#### ANSWER 4

"The best thing I did was to have a solid grounding in statistics, quantitative methods, and research design. These are the basic tools of the trade, and will come in useful no matter what you end up doing. It makes you salable."

My biggest mistake was to assume the collegiality of my professors. I naively thought that, if my dissertation was really good and a contribution to the literature, it would find an audience by itself. I was wrong. Because they had their own issues, none of my committee paid any attention to 'promoting' my work, and no one told me how to do it myself. I didn't even realize that such promotion was necessary. I shouldn't have been so silly."

#### QUESTION 2

**Do you have any tips for grad students on how to avoid departmental politics? What words of advice do you have for students who believe that they may have been treated unfairly by a mentor, professor, or other faculty member?**

#### ANSWER 1

"This certainly is a loaded question. I suggest that grad students be friendly and cooperative to all faculty and not get involved in any departmental politics. What may appear to be a good decision at the moment, unfortunately, can have far reaching consequences once you are in the field. I have heard horror stories where paybacks came years later to students who supported one professor over another."

As for being treated unfairly, never say anything when you are upset. I would first discuss the situation with someone outside your cohort to see if you are over-reacting. For example, I had and still have a very good relationship with my professors at the college where I received my masters degree. Try to present the situation as neutrally as possible and get the person's input. Then, I would professionally approach the person you believe is being unfair. Discuss calmly your concerns and perceptions and allow the person to comment. You may have just misinterpreted their actions. If it cannot be resolved, then talk to the director of the program. I write this with much hesitation, though. Life is unfair. Good people have bad things happen and bad people have good things happen. Before opening your own can of worms, you must consider whether or not it is worth it. I could give you countless examples of being treated unfairly as a graduate student, and I could have complained countless times. Yet, I knew in the long run that if I rocked the boat too much, I would be pushed overboard. Unless it truly is a serious concern, I would tread lightly!"

#### ANSWER 2

"Don't go to departments that have bad politics. If you ignore this advice, you better choose a side and be prepared to fight to the death."

**QUESTION 3**

**What suggestions do you have for grad students in terms of selecting a mentor, major professor, or committee members? What role should this faculty member (or members) play in a grad student's academic career?**

**ANSWER 1**

"I think you should choose someone that you get along with, that you respect and shows you respect in return, and that shares your substantive interests. This is an important person who ideally is involved with you for the duration of your academic career."

**ANSWER 2**

"If you can, find at least one person who understands your goals, likes your work, and will be your advocate if the committee members begin to fight among themselves."

**ANSWER 3**

"For selecting a major professor/mentor, I recommend picking someone who is tenured (especially for a dissertation), someone whose interests overlap with your own, and someone who you can work effectively on things like setting deadlines and discussing criticisms. I actually have two major mentors from graduate school who match my two major areas of research, so it is not necessary to have only one person."

I think it is important for mentors to chair masters and dissertation committees, provide assistance in meeting departmental requirements and selecting research topics, write recommendation letters for additional fellowships/assistantships and for the job market, link the graduate student to other researchers in the field with similar interests at national meetings, offer advice for the job market, and provide assistance on preparing materials for the job market.

The overlapping interests also help in continuing a working relationship with mentors after leaving graduate school. For example, I am still working on papers with both of my mentors because of some similar interests. They both helped me initially for the job market, and continue to provide some advice on navigating the academic world.

When selecting committee members, the chair should help the student select the most appropriate people and the people s/he is likely to work well with. While it is important to make sure committee members have skills that will improve your research, it is also crucial that the committee members work well together. That is where the chair should help in developing a functional committee."

**QUESTION 4**

**Most grad students in CJ know that Criminology and Justice Quarterly are the "premier" journals in our field. However, do you have recommendations for other publications outside of CJ that students interested in particular subject areas should investigate (e.g., Gender & Society, American Sociological Review, etc.)?**

**ANSWER 1**

"All sociology ones are important. It's also advisable to pick up international CJ journals (e.g., British Journal of Criminology)."

**ANSWER 2**

"There is a surprising amount of criminology-related research published in psychology journals (I publish in psych journals frequently myself for various reasons). Some of the good psych journals include Journal of Personality and Social Psychology (generally considered to be the top social psych journal), Journal of Applied Social Psychology, Environment and Behavior, and Journal of Environmental Psychology."

**ANSWER 3**

"The Journal of Homicide Studies has a good reputation, as do Violence and Victims, Violence Against Women, and The Journal of Crime and Delinquency."

**QUESTION 5**

**As a grad student, how did you decide what type of school you wanted to teach at after graduation (e.g., Research I university, mid-sized teaching university, etc.)? At what point in your graduate career did you reach that decision? What advice do you have for students who are struggling with this decision?**

**ANSWER 1**

"This is a biased question. Graduate students need to decide, first, whether they want to teach only, conduct research in a practical setting only, work as a practitioner, or do a combination of these."

**ANSWER 2**

"I started thinking about this as I approached the end of my coursework for the Ph.D. and was starting to teach my own courses in graduate school. My department helped by inviting some faculty from different types of colleges and universities to come and speak about their experiences. As I began teaching (usually you need to teach at least two courses before you start to get a feel for it), I realized that I did enjoy teaching as well as research. I started to ask more questions of my mentors to find out their perception of how things worked at different types of institutions. As I approached completing my dissertation and going on the academic job market, I had more in-depth discussions with my mentors and talked to alumni from my program at different types of universities around the country. Applying for jobs also was a real eye opener for me. Once you start to see what different places ask for in the applications and in what they expect in their interviews, you start to get a feel for what you are comfortable with. I initially applied very widely on the job market to research I universities, mid-sized teaching universities, and some smaller places. Once I started to get interviews, I got a better sense of what the expectations really are at different places. Going on my first interview actually helped solidify my desire to be in a Research I university, while originally I was a little bit more flexible. I think it is important to talk to as many people as possible (other graduate students, multiple faculty, faculty at other institutions nearby, alumni at their new positions, faculty at places you are applying to etc.) to really start to understand what different places expect, what you really want, and what you really can live with. Thus, it may not be until you are on the job market that your preferences start to solidify."

**QUESTION 6**

**In your experience, should grad students aim to leave their degree program with extensive knowledge in one subject area, or a general level of knowledge in several areas? How does a student's area of expertise affect his or her desirability as a job candidate? How did you develop your area of expertise while in grad school?**

**ANSWER 1**

"By definition, you must have extensive knowledge in one area in order to write your dissertation. To make sure that your general knowledge doesn't wane while you are concentrating on your dissertation, it helps to teach some general introductory courses."

**ANSWER 2**

"My training provided me with expertise in two major areas, and a general level of knowledge about other areas. In most of the places I applied to and interviewed at, good training in a few areas linked with a broader knowledge was seen as a strength. Most departments are relatively small and need people who can teach a variety of courses within the field. There was only one place I applied to that said I was not sufficiently focused on one particular area. But that is the minority and really only applies to top institutions that have very large departments. Those departments can afford to have very specialized people, while smaller ones cannot. So, I think it benefits you as a scholar, teacher, and job candidate to have expertise in more than one area along with some general knowledge of additional areas. I gained that knowledge by taking a wide range of courses in graduate school, working with faculty on research projects, taking a research job separate from the university while I finished my Ph.D., and by switching dissertation topics a few times. It was also useful for me to work with my mentors to figure out my major areas of focus that were both interesting to me and marketable on the job market. A few of my professors were quite savvy in steering students to develop combinations of areas that allowed for a wider range of job opportunities and provided for interesting research options."



**QUESTION 7**

**What is the policy at your university regarding faculty members who supplement their income by acting as a paid consultant to outside agencies? Does this occur at your university, and if so, how frequently? How can those who wish to engage in consulting do so without compromising their position as a faculty member?**

**ANSWER 1**

"Our University has strict limits on how often faculty can work outside the University during their regular appointment time (the 9 month academic year for most faculty). While the details of the University's policy on outside work for pay are quite detailed, they generally stress the importance of (1) receiving prior approval from the department chair, and (2) that outside work may not exceed 32 hours per month. Unfortunately, these regulations are frequently violated.

Many faculty members act as private consultants, and thus outside work for pay is quite common. The amount that faculty members engage in this type of work varies greatly among faculty members. Some faculty rarely engage in outside work for pay, while others are working outside the University so frequently that they are rarely seen on campus.

Balancing your position as a faculty member and a private consultant can be difficult. Any time faculty members are out of the office on a regular basis, students cannot find them for assistance. And while email has been a great time saver for faculty, those who engage in large amounts of outside work can have a difficult time keeping up with their email inboxes.

In addition, taking on too much outside work for pay may cause difficulties between yourself and other faculty members. Whether or not you are physically on campus, students still need advising, committee members, and mentors. When you take on too much outside work, the burden of dealing with students falls on your colleagues who may be easier to locate. Therefore, you must carefully weigh the opportunities that make themselves available to you through private consulting and take care not to (1) overburden yourself by taking on too much work, and (2) leave your colleagues to handle a disproportionate number of students in your absence."

**ANSWER 2**

"It seems that, increasingly, universities are cracking down on those who work 'outside' of their faculty time as consultants to outside agencies. At my university, it is very difficult to do anything that is considered 'outside of faculty time,' as if they owned you 24 hours a day 7 days a week! However, we all know that there is generally a lot of money to be made, as well as good practical 'hands-on' experience that can result from doing consultant work. The issues to consider are the appearance of time committed to the outside work, how it will affect your departmental work, and the possibility for a conflict of interest to occur. With regard to the first concern, try to do the consulting on your own time (meaning not during work hours) and definitely in your own space--at home or the location of the contractor's office--NOT in your departmental office, unless you can do it discretely. Boggling down the departmental server while you run large statistical models for your outside work is not the way to go! Second, make sure that the consulting work does not cut into your teaching, service, and research work for the department. Some universities/departments are more focused on teaching, while others on research. Make sure that this focus remains your priority, even if it doesn't always pay the bills as nicely as consulting work does. Finally, be aware of the potential for a conflict of interest. Many universities, including my own, make faculty sign a 'conflict of interest' statement, particularly those individuals who may patent a product or serve on the governing board of an agency from which they receive some benefit. If you're unsure, make sure to ask someone in the university. You may even be able to do this in anonymous way, such that your consulting remains your own project, not one you share with everyone at work."

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## Member Profiles

For this new issue of *DivisioNews*, I thought it would be appropriate to profile our new Editor, Kristin Winokur. I am so glad that she agreed despite all the hours she has put into producing this issue, and I hope you find her contributions informative.

If you'd like to be "profiled" for an upcoming issue, please contact me at your earliest convenience. This includes new and seasoned scholars, graduate students, and non-academic professionals. Please don't be shy! If you haven't learned it by now, self-promotion is key here so please take this opportunity to tell the rest of us about yourself. Because I'll be transitioning between universities this summer, I'd appreciate hearing from you within the next month while the following email address is still functional:  
[angie.wan@uta.edu](mailto:angie.wan@uta.edu).

Thanks and Happy Spring!

Angie Moe (previously Wan)

## Member Profile: Kristin Winokur

I must admit, my passion in life is research. In particular, research on gender, delinquency and the juvenile justice system. I have found that time and again I am drawn to being a part of the system of policy development and research analysis. For many years I have worked within the system in an effort to effect change. I know that many times I've questioned the efficacy of this path, but in the end I find that it has brought me the most joy and an intimate understanding of the inner workings of that which I study. My research has reflected this passion, as I have explored the utility of juvenile transfer policies, the punitive ideology of the juvenile system, the unique circumstances of delinquent girls, and the life course trajectories both impacting and resulting from juvenile justice education.

Those who know me, realize I struggle with the constant desire to explore more and more (than I can handle). This has led to recent work on the impact of domestic violence laws on girls' involvement in the juvenile justice system and their own violent offending. Alisa Smith and I are currently in the process of drafting the first few chapters of a book on victims' and advocates' opinions on domestic violence policy with particular emphasis on their attitudes about mandatory reporting policies and the divergence in support between victims and their advocates. For nearly five years, Evelyn Zellerer and I have been working on an all-consuming (and loving every minute of it) study of girls in the "deep-end" of Florida's juvenile justice system. Talk about a trajectory - this is one we will continue down likely for the rest of our careers (right Evelyn?)! To borrow from Meda Chesney-Lind, the *marginalized* experiences and worlds in which these girls reside can no longer be ignored within the confines of the juvenile justice system or society. There is little doubt that girls in Florida are often confined for less serious offenses than their male counterparts and are placed in facilities with little to no provisions designed to address their unique needs. Florida is beginning to respond. Many in the juvenile and criminal justice systems are willing to listen to

recommendations and base policy decisions on sound research. I have recently become involved in the Florida Governor's Commission on the Status of Women and am pleased to work with a group so committed to improving the programming and services available to delinquent girls in Florida.

I am so blessed to have found a career that I love. Seems I'm most content when I am digging through a three-million record database and pages upon pages of syntax to try to identify patterns amidst it all. I know, it's sad.

I am excited to be working for the DWC *DivisioNews* and am always open to suggestions and new ideas! So let us know what you think and what you would like to see.

### ***Answers to Questions***

#### *1) Why did you get into this field?*

I got into the field largely because of two courses that I took as an undergraduate at the University of Florida. One was with a professor whose insights into the realities of the death penalty and experiences with Ted Bundy, left me motivated to question further the social control functions of our justice systems. The other involved a course on the history of penology that so fascinated me that I later found myself at the Newgate Prison in Connecticut exploring firsthand the practices used at the time to deal with incarcerated prisoners. The same penology professor was instrumental in my working as an intern at a secure residential facility for boys. Scared me to death at first, but then I was hooked and have been involved with the system ever since.

#### *2) How would you define yourself as a scholar? teacher? activist?*

I suppose I define myself as a researcher committed to objective, meaningful study and in turn as a teacher committed to conveying my experiences and understanding to my students. I see myself as an activist for substantive qualitative and quantitative research in gender, crime and delinquency, designed to not only examine the theoretical underpinnings of our fields, but also the corresponding policy implications arising from our theory and research.

#### *3) What are your current projects or interests?*

I mostly covered the bulk of these projects above. I'm also excited to be getting involved with a new project on gender bias in the conceptualization and prosecution of infanticide, with an eye toward an international comparative analysis.

#### *4) Do you have any kids, pets, and/or significant partner?*

I have been married for 11 years to my wonderful husband and have a beautiful son who is three years old now. They are my everything.

#### *5) How do you wind down after a stressful day?*

My husband and I take our son to the playground -- swinging is always great for stress!!

#### *6) What is your favorite word? Least favorite?*

Favorite word: excellent Least favorite: no (particularly as said at least 100 times during my labor process with my son!)

#### *7) What is your most embarrassing moment (if willing to share)?*

Don't really have one in particular (there are so many fun ones to choose from). It was certainly pretty

embarrassing the first time I got up in front of a classroom to lecture and began breaking out in a rash and sweating so badly, that a student felt compelled to get up and ask me if I was going to make it. I did, but just barely. Thankfully, that only happened once!

8) *What is one of your lifelong goals?*

To balance the often competing goals of achievement and happiness.

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Subject: {LEAVE THIS AREA BLANK}

Message: help

Do not include anything in the body of the message except the word

"help"

To subscribe:

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